



# *Self-Assessment Form*

**For the Stages of Professional Development**

A Resource For **All** Teachers Responsible for the Achievement  
of Students with Disabilities



DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES



MARYLAND STATE DEPARTMENT OF EDUCATION  
DIVISION OF SPECIAL EDUCATION/EARLY INTERVENTION SERVICES

***Stages of Professional Development: A Resource for All Teachers Responsible for the Achievement of Students with Disabilities –  
NOVEMBER 2009***

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Teacher Name: \_\_\_\_\_ School Name(s)/School Year: \_\_\_\_\_ Date: \_\_\_\_\_

## INTASC Standards/Principles and Indicators of Mastery

### Directions for the Self-Assessment Form

1. Review all INTASC standards and indicators in this document.
2. Determine your standing for each indicator based on the rating scale.
3. Document your standing by writing the date of the review(s) in the appropriate column.
4. This information may then be used to complete a Professional Development Plan for three standards/indicators. See *Utilization Guide* for further instructions.

	1	2	3	4	5
	The teacher has knowledge of the competency. The teacher does not have or lacks experience in the demonstration of the competency.	The teacher understands the competency, attempts to apply it, and accesses resources to enhance instruction of students with disabilities.	The teacher works with support to apply the competency with students with disabilities. The teacher begins to demonstrate self-initiated planning.	The teacher works independently to apply the competency consistently across all environments accessed by students with disabilities. The teacher demonstrates self-initiated planning.	The teacher models the competency, makes adjustments upon reflection, and serves as a resource for others responsible for meeting the needs of students with disabilities.
<b>1. Making Content Meaningful</b>					
A. Uses major concepts, assumptions, issues, and the processes of inquiry in subject matter content areas taught to all students.					
B. Plans instruction for all students using the scope and sequence of developmental knowledge and skills.					
C. Appropriately uses accommodations, modifications, and/or adaptations to the general education curriculum depending on strengths and weaknesses of the individual student.					
D. Follows the major principles and parameters of federal disabilities legislation and has a historic context for current special education movements.					
E. Accesses and uses resources to gain information regarding State, district, and school policies/procedures regarding special education.					
<b>2. Child Development and Learning Theory</b>					
A. Uses knowledge of development and general characteristics of most frequently occurring disabilities in determining developmentally appropriate instruction.					
B. Plans instruction that is challenging for students with disabilities across settings and seeks a holistic understanding of each student's current learning and development.					
C. Recognizes similarities and differences in learning needs amongst students with like disabilities.					
D. Uses multiple theories of learning and scientific research-based teaching practices to support students with disabilities.					
E. Perceives the current development and learning of individual students from a life-span perspective.					

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<b>3. Learning Styles &amp; Diverse Learners</b>					
A. Instructs class members in awareness, sensitivity, acceptance and value of students with disabilities.					
B. Recognizes that the disability does not define the student's teaching needs.					
C. Promotes family participation in their child's learning.					
D. Demonstrates sensitivity to cultural, ethnic, gender, and linguistic differences that may not be indicative of a disability.					
<b>4. Instructional Strategies &amp; Problem Solving</b>					
A. Provides positive effective instruction that results in positive learning outcomes for students with disabilities in the general or expanded curriculum.					
B. Uses strategies from different learning theories and scientific research to provide effective instruction and promotes the development of critical thinking and problem solving skills for students with disabilities.					
C. Uses differentiated instruction to support the learning needs and ensure the success of students with disabilities.					
D. Provides multiple ways and supports such as scaffolding for students with disabilities to participate in and find success in learning activities.					
E. Provides a variety of ways for students with disabilities to demonstrate their learning.					
F. Adjusts instruction for students with disabilities in response to information gathered from ongoing monitoring of performance and progress.					

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<b>5. Learning Environments and Social Interactions</b>					
A. Designs activities that incorporate students' with disabilities interests and preferences.					
B. Develops positive strategies for students with disabilities to cope with the frustration to optimize student success.					
C. Creates opportunities for students with disabilities for positive social relationships with age-appropriate peers.					
D. Creates learning environments that encourage engagement and self-motivation of students with disabilities.					
E. Provides students with disabilities with positive behavior supports that are based upon behavior and support plans.					
F. Provides a safe environment for all students including those with disabilities who exhibit challenging behaviors.					
<b>6. Communication/Language</b>					
A. Uses various types of communication strategies and assistive technologies when warranted as a regular part of instruction for students with disabilities.					
B. Collaborates with speech/language pathologists to identify the language and communication skills student with disabilities need and works cooperatively to teach those skills across settings.					
C. Uses instructional activities so students with disabilities from linguistically diverse backgrounds are successful.					
D. Uses knowledge of typical and atypical language development to provide multiple opportunities to foster effective communication among students with disabilities.					
E. Identifies the positive and negative effects of verbal and nonverbal messages may have on students with disabilities self-concept and motivation.					

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<b>7. Instruction</b>					
A. Contributes expertise as a member of a collaborative decision-making team to develop, monitor, and/or revise meaningful IEPs and 504 Plans for students with disabilities.					
B. Provides students with disabilities with appropriate individualized plans, taking into consideration a life span perspective (e.g., IEP, 504 plans, Transition Plans).					
C. Provides accommodations for student with disabilities when needed to facilitate positive learning outcomes in the general or alternate curriculum.					
D. Modifies instruction for students with disabilities when needed to facilitate positive learning outcomes in the general or alternate curriculum.					
E. Continuously monitors students' with disabilities progress and incorporates knowledge from data analyses into the instructional planning process.					
F. Collaborates to evaluate students' acquisition of knowledge and skills related to a general or alternate curriculum and adjusts instruction as warranted by the progress of students with more severe disabilities.					

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<b>8. Assessment and Evaluation</b>					
A. Uses knowledge of purposes, strengths and limitations of various types of <i>informal</i> assessments to make ongoing educational decisions about students with disabilities.					
B. Uses knowledge of purposes, strengths and limitations of various types of <i>formal</i> assessments to make ongoing educational decisions about students with disabilities.					
C. Uses a variety of assessment procedures to document and monitor learning progress of students with disabilities. Note: Teachers should follow LSS guidelines regarding administration of <i>informal</i> assessments.					
D. Uses a variety of assessment procedures to document and monitor learning progress of students with disabilities. Note: Teachers should follow LSS guidelines regarding administration of <i>formal</i> assessments.					
E. Uses accommodations and alternative assessments, when warranted by the IEP, in the ongoing assessment process of students with disabilities.					
F. Uses knowledge of purposes, strengths and limitations of various types of <i>informal</i> assessments to make ongoing educational decisions about students with disabilities.					
G. Supports the participation of students with disabilities in district and statewide assessment programs.					
H. Identifies legal policies and ethical principles related to students with disabilities.					
I. Guards against inappropriate assessment and identification of students, whose cultural, ethnic, gender and linguistic differences may be confused with manifestation of a disability.					

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<b>9. Professional Growth and Reflection</b>					
A. Identifies and uses a professional philosophy of special education in order to guide educational decision making for students with disabilities.					
B. Uses progress monitoring data to inform self-reflection and evaluation strategies as a tool to monitor impact on the educational progress of students with disabilities.					
C. Facilitates the participation of students with disabilities as lifelong learners in the activities of their learning communities.					
D. Accesses professional resources to implement scientific research-based practices in order to increase educational outcomes for students with disabilities.					
E. Reflects on potential interaction between a student's cultural experience and disability.					
F. Identifies legal policies and ethical principles related to services for students with disabilities.					

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<b>10. Interpersonal Relationship</b>					
A. Maintains confidential communication about students with disabilities.					
B. Develops collaborative relationships with school and community partners to best meet the needs of students with disabilities.					
C. Develops collaborative teaching relationships through shared instructional responsibilities for students with disabilities.					
D. Participates as an effective team member of the different types of decision-making teams within the special education process.					
E. Works with paraprofessionals to meet the educational needs of students with disabilities.					
F. Collaborates with related service professionals to design, implement and evaluate instructional plans and services for students with disabilities.					
G. Promotes families as full partners in planning, implementing and monitoring appropriate educational services for students with disabilities.					